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ABSTRACT

These proceedings summarize activities of a workshop for university and college personnel concerned with infusing career education in their teacher preparation programs. The report contains three major speeches and eight clinic summaries. In the first address, Irv Moskowitz examines the road from curriculum theory to practice. He first describes the many programs offered at Denver's Career Education Center, of which he is principal, then looks at problems of economics, too-high expectations, and curriculum implementation which result from too many courses being added in patchwork fashion. He then suggests twelve curriculum goals based on community priorities. In the second presentation, Norm Singer conducts "Group Grope" with the participants in order to elicit their ideas and integrate them with his ideas and relevant themes from career education literatures. Finally, Decker Walker explains why students are turned off by school, and lists the following four forces that will shape curriculum in the 1980s: (1) the allegiance of young people to the program they are being offered (or their rejection of it): (2) new patterns of communication roles--removal of local control: (3) continued expansion of the demand for diverse kinds of knowledge and skills: and (4) competition among education agencies. Clinic summaries focus on career education curriculum kits: alternative high schools: career exploration for special needs students: evaluating the effectiveness of career education: experiential learning and post-secondary education: faculty development through internships: introduction to the Oregon Occupational Information Coordinating Committee: and career education in the liberal arts curriculum at Oregon College of Education. (KC)

Curriculum Needs for the 80's:

Colleges and Schools Collaborate

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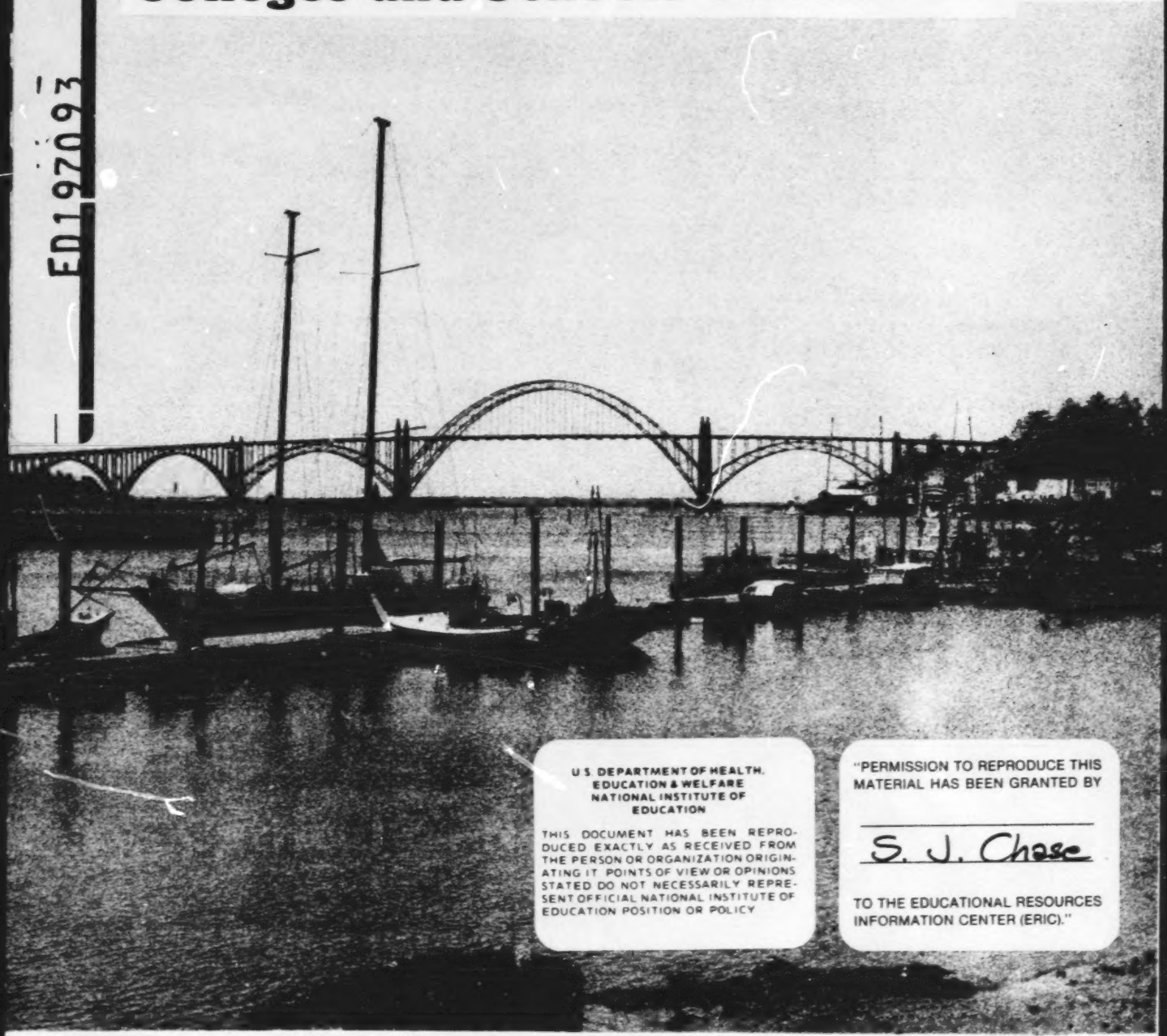

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Embarcadero Resort Hotel

CURRICULUM NEEDS FOR THE 80'S: COLLEGES AND SCHOOLS COLLABORATE

Spring Workshop
April, 1980

A Project of the

Interinstitutional Consortium for Career Education
Marion Education Service District
3180 Center Street NE
Salem, Oregon 97301

Editors:

Herman W. Hughes
Arthur F. Terry

September, 1980

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PREFACE

The workshop documented in this publication was conducted as a part of the Project "Statewide Activities for Preservice Education in Oregon Institutions of Higher Education." The purpose of the project is to facilitate the on-going efforts of Oregon's colleges and universities in preparing educational personnel for the development and conduct of career education activities. Sponsors of the project are the State Department of Education, the seven Oregon colleges and universities that make up the State System of Higher Education, the eight independent colleges and universities of Oregon and the Marion Education Service District.

The Interinstitutional Consortium for Career Education (ICCE) operates as the governing body for the project. ICCE representatives are from Oregon's public and independent institutions of higher education that prepare teachers, counselors and administrators.

Further information about the project will be provided upon request.

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INTRODUCTION

A vital aspect of the Project "Statewide Activities for Preservice Education in Oregon Institutions of Higher Education" is university and college personnel development.

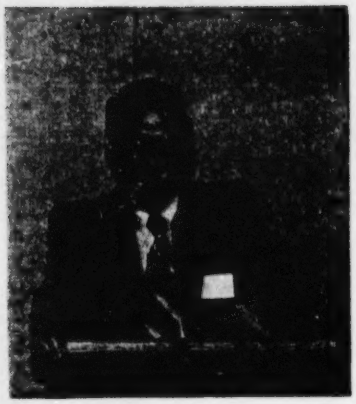
During the years 1975-1979 there have been eight statewide workshops as well as numerous activities for personnel development at each of the Consortium member institutions. The institution activities continued through the 1979-1980 school year and one statewide workshop was conducted. The workshop was organized around the theme "Curriculum Needs for the 80's: Colleges and Schools Collaborate."

Participants for the on-campus activities and the workshop were selected by each institution based on a person's willingness to infuse career education into preparation programs, their capacity to work with other faculty in the infusion process and their interest in the collaborative process shared with their colleagues in K-12 schools. Faculty members from academic disciplines, as well as education, were involved in personnel development.

Institutional activities are varied and unique to each campus because of the size of the institution and the needs of the faculty. Institutional activities included on-campus workshops for educational and academic personnel and local education agency representatives, visitations to LEA's to examine career education programs, training sessions with the Career Information System, and use of career education materials. Continuation of institutional personnel development activities is highlighted through long-range plans developed by each college and university. These long-range plans have been updated to reflect the most current direction being taken to infuse career education into programs which prepare teachers, counselors and administrators.

The workshop "Curriculum Needs for the 80's: Colleges and Schools Collaborate" was attended by 103 representatives from colleges and universities, the Oregon State Department of Education, Educational Service Districts, Northwest Regional Educational Laboratory and Local Educational Agenices. This workshop is the subject of this report.

FORUM SPEECHES



CURRICULUM:
THE ROAD FROM THEORY TO PRACTICE

IRV MOSKOWITZ

Since September I have been involved in coordinating a long-range plan for a large city school. Like most large cities, Denver has some problems. They are solvable, but they are not easily dealt with. With this new assignment I have certainly broadened my perspective and am looking at school systems differently than from a perspective as a parent, taxpayer, or someone working in the business.

I have the title of being principal of a very unique school, one that is on the cutting edge of educational innovation; one that we in Denver are extremely proud. It is the Denver Public Schools' Career Education Center. There are many great centralized schools in the country. Portland has a splendid one. What we have in Denver is somewhat special. I wanted to say the word charming but that is hardly the way to describe a productive school that embodies those kinds of things that people have been dreaming about for years. That is taking all kinds of students and helping them realize some new and higher standards for themselves.

There are four programs in our Career Education Center. The first one is an obvious one, it is occupational education. We have over 35 different course titles in this area. There are some novel, very, very different occupational preparation classes in this group. We also have an arts program, small, not anything extravagent, but we do have drama, painting and drawing, piano, jazz, and different kinds of performing arts. It is certainly gratifying to see these at what is otherwise known as a vocational school. We also have an academics program; those are for one of a kind subjects that are not scheduled in the rest of our city's schools. We now have nine high schools and will soon have a tenth high school. In all of our schools we can't be as equal and fair and democratic in offering comprehensive programming as we would like to, so we centralize. Instead of having every school offering exotic and very specialized programs, we are trying to bring unique courses into this facility so that everyone can take advantage of it in an equitable manner.

We also conduct professional seminars. We have run three to four day experiences which are very intensive for students interested in the professions. They come and spend some time on campus and some time in the company of a variety of people in a professional situation. For example, a student wanting to be an engineer would come to an orientation session and then go into small groups and spend some time with these practicing engineers. They then would go to their places of employment and observe first-hand their daily work life experiences. This introduces people to something other than the Dictionary of Occupational Titles or the Occupational Outlook Handbook and provides them with some first-hand awareness. The time allotted for that experience is adequate because we feel anything over that could be overkill. Our assessment tells us that they can get a feel in that short period.

The Career Education Center uses learning packages that are very humane. They don't tell the students to make three turns of a wrench to the right and then back off a turn. They give the students more credit than that. The learning packages deal more with problem solving, letting the student learn for himself or herself rather than to tell or become like recipe book followers. The packages are more like road maps. We can take different routes to get to an end point. Each of the packages starts off with a purpose or rationale. There is also a glossary because we care about the student becoming familiar with an expanded vocabulary. They don't all read well when they come our way, and we provide help here too. There are enrichment activities for the quicker students; the ones that can quickly finish this packet and could use more. Our objectives are well done. There is nothing like do 7 out of 10 or these kinds of things. We are beyond that and we just say do it right. If you are to tune this car or bake this cake, or dance this number do it this way. The judge of the right way would be the professional or expert teacher. The key to our particular learning packages is something called ways of learning. We offer each student at least four or five ways they can reach the objectives; through demonstration, tutoring, printed materials, etc. So we always give students a variety of means so that he or she can determine his or her own path of learning. Finally, there is an evaluation built into every one of these packages. We inspire and promote quick success thus hoping to build confidence in all of our students.

The classes at this center are rather small and our district is willing to make that kind of investment. We feel that small classes and intensive instruction along with up close guidance leads to success. We are producing a good product and our assessment and follow-up of what happens to our students tells us that. Our staffing procedures utilize a differentiated method. We often utilize aides or hourly professionals along with certificated instructors.

Our classes are indeed student self-paced. We have students who are on many different tracks and different schedules along the way in these programs. The modules or packages help with this. Each student comes to the Center for two or two and three quarters hour each day. We find that this kind of schedule is intensive. One adult with 12-13 pupils, in a very familiar, intimate session, over a whole semester, enables us to do so much with students.

What kinds of students come to this school? They are rich and poor, black, brown and white, boy and girl, grades 9 and up. They are not recruited. We have some students who have learning difficulties as well as those who could be in the third year of Harvard graduate school. We have an incredible range of youngsters that come to this school. Sometimes we thought that could be a disadvantage for us, but now we are pretty happy about that enrollment process. We do get some kids that are indeed social and academic cripples and we really like to see what we can do with them. Then we get others who are so quick and so smart that they just fly through our most advanced learning packages. It gives us a challenge to see if indeed a school like this, a concept like this, can work with most any type of student. And it does.

Let me tell you about a couple of special kinds of programs in this school. One is our retailing class. We have a retail store that sells clothes, shirts, trousers, skirts, blouses; a variety of merchandise. We don't know of any school that has one as large and handles as many items as this one. We carry $25,000 worth of inventory for the youngsters to manage. They buy through salesmen, they take care of all their records. These students are very attractive to the department stores and are candidates for their training programs. We also have a nursery for children ages 1-4. That is kind of different. Most schools that go into child development programs have children 3-5 years of age. These kids are a bit more manageable, more trained and civilized to an extent. Our children (that come in from all parts of the city) require socialization skills and even toilet training.

Another unique class is an audio engineering. It is certainly different. I don't understand the whole idea of amplifiers and electronic music and all those things that young people are into but I will tell you that I have learned a little bit. I haven't learned to like it too much because I still can't stand to stay in there too long because of the volume and I sometimes walk through with my fingers in my ears. Yet there are success stories there. We do have a young man who is a graduate of this program who is now working for the United States Senate doing recording work there. So you can see that they are not all disco freaks. There are many career outlets for this kind of training.

Another special course is in athletic training. We may be the only school that has this kind of indepth class in the country. This is not only athletic in nature but also medically related. Many of the students get scholarships to colleges as trainers but go on to hospital work.

We also have a piano laboratory with 12-13 pianos for young people to learn to master those keyboard skills. In addition the school houses a city-wide jazz combo, and an all city marching band. These students try out for these and classical programs and are selected on the basis of talent. They met only once per week and are highly gifted musicians.

The Center has a very high job placement rate for the students in our occupational programs. Employers are pleased with our graduates. Related to this is a job fair held each year. It runs for a week and there are usually over 125 employers who come in interviewing seniors. Here's what happens. Companies come in whether they have positions open or not. (But we do assume that they will have some positions open for students to move

into). They conduct a very realistic interview with our students. At the conclusion of the interview they critique the interview with the seniors and help them with their techniques. Many of our students are actually recruited and hired on the spot. It is a very successful program.

What makes this a special place? Mainly the staff. These are people who come from traditional teacher training institutions and many who do not. For example, our baker is a man who ran a premier bakery in the city of Denver for many years. He sold his business and changed jobs. He now is a baking teacher. We have quite a few other people like this. Another is a man who spent years in a very fast paced public relations business who now teaches film making in this school. They help our students feel better about themselves and more wanted and build great experiences for them at this school.

Here's some other features you may be interested in. We have also run an eighth grade day camp. We use this very, very beautiful facility in the summer to bus in 8th grade students who choose from 16 different program areas for exploration experiences. There are high school seniors employed as counselors to work with them as well as our instructors. Many of these junior high students have never seen or been exposed to these kinds of opportunities. Also there are many non-traditional types of opportunities for girls who actually do arc welding, motorcycle repair, etc. almost right away. We expect our instructors on the first day to engage these kids in "real" activities. It is really quite an experience for them and they learn a great deal about careers and themselves and have a good time too.

The Career Education Center is a school that was built for the future. It has the construction: physically, philosophically, and programmatically to offer first class service to the people of Denver for the coming years. But this new decade, the 80's, will not be easy for schools' staff to plan for, for a variety of reasons.

From a local, field practitioner's view, we look out at many and complex issues and problems. I'd like to raise a few of these with you; bringing them out in no special order. The world we are looking at, by the way, is what the optimist talking to the pessimist called, "the best of all possible worlds." But the pessimist looked him in the eye and replied, "I'm afraid you're right."

First a peek at some trends at some important people in our business. Where I'm from we are losing students at a rate of two to three thousand per year. That is, we are continuing to graduate a much higher number than we are enrolling in kindergarten. Also more kids are moving out of then moving into the school system. However, it's the decline in birthrate that is the major reason for population decline. We have come from a high of over 93,000 to our present number of 64,000 in about eleven or twelve years. For each child we lose, we also lose money; state assistance. No different than any other place. The more students, the more money you bring in. You lose kids, you also lose a degree of financial support. Yet, the costs of education, as you must be well aware, do not decrease. Classes with fewer children are not shut down, heat and light still must be supplied, salaries continue to rise, legislated special education eats up more money, and so on.

Another point of concern as we look ahead is staff. Our senior teachers, in the country and in our district, between the ages of 56 and 63, number 25% of the total staff. This information, coupled with a report out of the Work in America Institute, predicting a rise by as much as ten years in the average retirement age, has two probable implications. We are going to have a lot of older teachers around and they are going to cost school districts more money. Staff average age will predictably rise and so will outlay for salaries. Salaries now account for over 75% of a school district's budget. And that percentage is rising.

In the April, 1980 issue of the AMA's Management Review, loyalty among workers was studied. It began with, "In the past loyalty was a characteristic every worker was expected to exhibit." To find out if this was still so, an extensive survey was launched. It covered workers in all fields. In short, what was discovered was that very young and older workers were inclined to express loyalty although they <u>didn't feel</u> much, and the middle-range age group (our soon to be senior teacher types) didn't even pretend to be loyal. The questions on the instrument were developed to solicit covert as well as overt responses. Perhaps you as a group are as well aware of school staff commitment and loyalty as any other body. And I am sure that you can draw your own conclusions from this study.

New York University's Dean Griffiths calls this the war between institutional and personal needs. My needs first, then we'll talk about the rest. Among the challenges of the 80's will be to reconcile the two. That alone is a task worthy of major effort for this new decade.

What about popular support for schools? Traditionally, our main support comes from parents. Today, the number of people having children in school is around 27% of the country's adult population. That means that roughly 3/4 of our adults can be thought as of being potentially indifferent or perhaps unsupportive of schools. They don't have kids in schools and experience tells us schools are not necessarily on their minds. School bond and referendum issues will need the support of these people with <u>no</u> children in school. How can we get it? Will the potential lack of interest of so many people affect us adversely in the long run?

And about the inflationary spiral and schools. A formula used by futurists in representing the erosion factor of inflation is an interesting one. Let's say that this years' inflation rate is 14%, and your school district passes a budget which is 5% more than last years'. It simply means that you have 9% real inflation or a 9% decrease in spending power. The futurists use, I'm not sure of the genesis of this, a constant factor of 70 in estimating the inflationary erosion. You divide 9%, the real inflation number, into the constant 70, and you come up with an answer of roughly 7 3/4. Which means that in 7 3/4 years, if inflation remained the same and your district's response was the same, your school district will be able to afford only ½ the resources you now have. If this is close to being true, somewhere in the 1980's a lot of public schools are going to be in financial hot water.

I bring to you these few problemmatically-related school items to illustrate how it becomes more difficult now for us to identify, build, and offer curriculum that people can stand behind and support for the coming years.

To this brief economical snapshot, I would like to relate an interesting social phenomenon that is certainly observable in our schools. That is, a value system that speaks to people "becoming all they can be." I was first startled with a perspective of this condition in February, 1976. It was at a conference directed by Art Terry in Washington, D.C. There, Harry Silherman of UCLA spoke of a dimension of human nature which he labeled individualism/altruism. He presented a synopsis of various pieces of work supporting both of these traits. What struck me was the emphasis on the individualistic component. The "me first" attitude - the liberation of the individual. "Be all you can be" is a feature of our times and our schools. Those especially in career education, are concerned with lifting the horizons of our students; having them set their sights on goals which are something more and above the usual. Sure, in some cases, we see our teachers helping their students bring their goals down a peg, if they seem too fantastical. What I am speaking about is the emphasis in so many parts of our society and classrooms on ego-centered, competitive, and indeed selfish behavior. Gone is sacrifice, cooperation, a sense of giving. Replacing these traits is a philosophy centered on "me first", looking out for number one. If you are not satisfied, move on. Don't like this subject, drop it. Job is tough, quit it. Marriage is too demanding, get a divorce. I am exaggerating to make a point, and that point is that economically and socially we are into new worlds, and these worlds are not mutually conducive. The catch as many of us see it is peoples' and students' expectations. We appear to be building expectations which may not be achievable by many of our young people.

Expectations and career education. Here are several items worthy of our consideration. By 1985 there will be 142 workers for every 100 people aged 45-54. In 1972, there were 98 for every 100 between those ages. This will mean more people competing for the fewer advanced positions. For those in line and for those coming after them for awhile, it looks like there will be a promotion squeeze and concomitant underemployment. It appears there will be many unmet expectations with perhaps disappointment at work more commonplace than it is today. Implications for career education developers and practitioners may well be clear for increased attention to the affective parts of the curriculum as well as to identifying and building more transferable skills and knowledges. That is, helping people get ready for disapppointment and helping them to do something positive about making job changes. You may be aware that the center for vocational and technical education at Ohio State University is doing work on a transferable skills project now.

On another note concerning expectations, I'm sure some of you can remember how entrepreneurship, owning a business of your own, was an achievable goal for many people. When I was young it seemed to me commonplace. Drug-stores, butcher shops, cleaners, grocery stores, shoe repair shops, restaurants were owned by people who a dream, a hope; saved their money, acquired skills and went into business. I was told a few days ago by an auto mechanic that $50,000 is rock bottom today for what it would take to open a modest auto repair shop. That's without the building. The 80's will be tougher for personal, individual enterprise. Malls, franchises, conglomerates have changes the face of small business and, in turn, a common dream or expectation of the recent past may soon be nothing more than a rememberance. A sector of our economy and a way of life has largely

disappeared. Looking back at this, I can remember the pride and strong sense of self that this entrepreneurship engendered, not to speak of the ambition that this fostered.

And have you heard about "free production zones" or "global platforms?" A couple of weeks ago, the New Yorker Magazine ran a series which contained some information about these. They spoke about a new division of labor in our world. It is increasing and in this new decade we may see it affecting our job market and the students you will affect in perhaps dramatic ways. Quoting from the article, "In the Philippines, assembly-line workers in Bataan receive a dollar and a half for an eight-hour day, including a cost-of-living allowance. For the same work according to an American electronics executive, quoted in the Far Eastern Economic Review, the American cost would be seven dollars an hour.

The product that the export-platform countries are selling is not merely cheap labor but highly productive labor. In Singapore, to which over five hundred companies flocked in the late nineteen-sixties and early seventies, McGraw-Hill prints and binds in one year an encyclopedia that takes five years to print and bind in the United States."

Also from the series, "More than four hundred and fifty assembly plants have been established along the two-thousand-mile frontier with Mexico. General Electric, RCA, Rockwell International, Samsonite and many others operate twin factories one on each side of the border. Complex operations are performed on the American side, and the resulting components are then shipped across the river for final assembly by Mexican workers, who receive a third to a fifth of the American wage rate. The assembled goods - electrical appliances, calculators, suits, luggage, musical instruments, furniture - are then reshipped to the United States for distribution. About eighty-three thousand Mexicans are employed in these border operations."

I would like to add another bit of reality to this economic look, that of the paradox of job shortage. In Sioux Falls, South Dakota, Litton Industries started a microwave-oven plant. Almost ten thousand applicants applied for six hundred assembly-line openings, yet the technical and management jobs could not be filled from the local community. The disparity of abundance and shortage in our labor market is confounding, and it's spread across our country.

I bring up these very few (out of so many) conditions of jobs and their potential relationship to expectations to illustrate how it has become more challenging for us to identify, build, and offer a practical curriculum that is real.

On to our curriculum developers and their role in this decade. The title of my presentation has the word road in it. I don't really think there is a road between the curriculum theorists and the practitioners. There are probably, if we were to map the relationship, a mess of disjunctive jungle paths connecting the two with not much traffic between them. Here's what I mean, we have spent tens of millions, no make that hundreds of millions during the past dozen or so years in curriculum development, including career education. Yet, have the condemnable rates among our young people, those recently affected by the massive efforts of curriculum theorists, declined in alcoholism, divorce, voter apathy, drug usage, violent crime,

illigitimate pregnancies, unemployment, underemployment, child abuse, and saddest of all, functional illiteracy? I imagine that you might want to argue that schools can't control all of these things or that some groups of young people have been helped by schools to overcome some of these maladies. We all are aware of that. None-the-less, given our incredibly expensive and sophisticated treatment in this last decade, shouldn't there have been more recovery cases?

Incidently, I have tried to obtain statistics in these grim realities for your young people in Oregon. People on our staff called the State Department of Education, the Attorney General's Office, the Health Department, Vital Statistics, all over the city of Portland too. Guess what, we couldn't find anyone capable of telling us about such things. I'd have to say your nationally recognized programs in career education, coping and survival skills, competency-based education, and economics must be dynamite - you just don't have any problems, or else nobody is counting. I don't mean to pick on anyone. I'm just pointing out that we all have a long way to go.

The point I am trying to make here is that our theoreticians, developers, and practitioners need to stand back and reassess their efforts. Their (and our) efforts can be judged, of course, only on the basis of student development and achievement.

In Winnie the Pooh there is this little piece.

> Here is Edward Bear,
> coming downstairs now, bump,
> bump, on the back of his
> head, behind Christopher Robin.
> It is, as far as he knows,
> the only way of coming
> downstairs, but sometimes he
> feels that there really is
> another way, if only he could
> stop bumping for a moment and
> think of it.
>
> A.A. Milne
> Winnie the Pooh

We, in our school district, have decided to stop bumping our heads and to take the time to set a direction for ourselves. Not what the curriculum theorists at universities say we should be doing, not what the textbook publishers say should be, not what the state or federal government says should be . . . but what all of <u>us</u>, community people, staff and students say should be.

The curriculum in our public schools has reached a point where, in too many cases, the situation can be compared to my neighbor's garden. I can't tell the vegetables from the bushes, from the flowers, from the grass, from the weeds. In other words, our school garden has grown to include such varied and sundry items that we in the field are somewhat befuddled as to not only priority, but what to do with what we're got.

I don't want to make this sound like Chauncy Gardner in the movie, "Being There," but this garden is pretty darn full with sex education, driver education, consumer education, career education, vocational education, nutrition education, drug and alcohol education, even movement education. All worthy, all good. But obviously looking at the way we are doing it, we're not able to deliver on it like we should. As John Goodlad states in "What Schools Are For," "Schools are so overburdened with diverse expectations that satisfactory performance is impossible."

We're to the point where some faculty members are "wiping out" under the pressure of trying to teach kids how to cope. Example: An article last week out of Kansas City describes an alleged act of cheating by some teachers in helping produce dramatic increases in student scores on an eighth-grade basic skills test. The test is designed to measure whether eighth-grade students can apply academic skills to everyday life. Guess what the dramatic results were? District officials said 37.3% of the students tested passed all three sections of the test this year compared to 29.2% in 1979. Even after suspecting cheating, more than 60% couldn't pass the test. And, I'll bet they have a pretty comprehensive curriculum out there in that full garden.

Last November the Carnegie Council on Policy Studies for Higher Education came out with the report "Giving Youth A Better Chance." In it, they claim that about 1/3 of our youth are ill-educated, ill-employed, and ill-equipped to make their way in American society. Both you and I would have been accustomed to a statement like this in 1970. Why are we still hearing and saying these things in 1980? Surely our theorists and practitioners must have pumped in all kinds of experiences into our curriculum to overcome such wretched outcomes.

It just may be that we have taken on much more than we can do. I find as a local administrator, a frustration among staff with curriculum extra baggage that began insidiously but has now moved to outright over-load. Toffler talked about a "surfeit of choice." We sure have it, especially in our comprehensive high schools. Having lost sight of our goals, we pursued them more furiously, and we pursued them with "add-on curriculum." Not integrating critical themes into our school programs with problem-solving approaches, rather our school schedules, just kept growing with more courses. As if values, careers, drug concerns, social problems and discrete disciplines not to be confused with the old, tried and true academic stalwarts. What better example of nonsensical curriculum "add-on" than the capitulation in more and more states to go back to a careers class and give up on infusion with career education. I understand New Jersey is now among the latest to do this. A state that was one of the first to espouse a total approach to career education.

If we would like to really become depressed, we need only to review, inventory, and fix a price tag to the band-aid, remedial classes proliferating in our school systems. And then look and see if they work. Math and reading labs in high schools. We can't be serious! The road from curriculum development to classroom practice may indeed to a bumpless road leading to nowhere. The theorists keep building models and the administrators and teachers don't know what they are talking about. Do you remember this from "I'm OK, You're OK?"

> Once, an old farmer, tinkering with a rusty harrow on a country road, was approached by an earnest young man from the University Extension Service who was making farm-to-farm calls for the purpose of selling a new manual on soil conservation and new farming techniques. After a polite and polished speech the young man asked the farmer if he would like to buy this new book, to which the old man replied.
>
> "Son, I don't farm half as good as I know how already."

Well, we don't teach and administer in our schools half as good as we know how either.

Good school administration and teaching are like playing center field in baseball, it's simple but not easy. Maybe that's the trouble: we've made our problem too complex. In a cameo scene at the end of the movie, "Annie Hall," Woody Allen, talking to a psychiatrist says, "Doctor, my brother thinks he is a chicken." The doctor replies, "Why don't you bring him in?" Woody says, "I can't, we need the eggs." We, too, in education have become used to these eggs.

Anyway, let me tell you about a review we are making of the eggs in our school system. We've embarked on a rather extensive review of our purposes: a clarification of our priorities.

Developing school district philosophy and goal-setting is usually such an arduous boring chore. We are trying something a bit different and I think somewhat exciting in our attempt to update our school system's mission. Our intent is to hear from a representative population of all of our various constituents and publics as to their ideas on just what they think we should concentrate our educational efforts on.

To do this, we decided on an instrument that is somewhat of a take-off and up-date of the Kappan goals which were developed in 1975. We condensed and modified them and came up with a listing of twelve. The idea is to approach a variety of people and force them to select or prioritize seven of these goals even though all of them are like the American flag and puppy dogs: very appealing. The instrument and the goals are not very sophisticated, but then, we don't want ultra-sophistication. We want people to think about the purpose of schooling and to help us to concentrate our efforts on their priorities. We are forcing choice in an effort to prioritize our mission.

Please understand our intent. We are not denying the worthiness of all twelve goals. We want people to declare what the points of emphasis should be. The goals which are listed on our survey are:

1. DEVELOP ECONOMIC UNDERSTANDING - develop an understanding of consumer knowledge, money management, and basic economic principles.

2. DEVELOP GOOD HUMAN RELATIONS - understand and respect differences among people, the principles of family living, respect for the community of man and its laws, a cooperative attitude toward living and working with others, and an appreciation and a respect for the worth and dignity of the individual.

3. DEVELOP BASIC LEARNING SKILLS - develop reading, writing, speaking, listening, viewing skills, and the ability to apply mathematics and science skills in real-life experiences.

4. DEVELOP CITIZENSHIP AND POLITICAL UNDERSTANDING - create an understanding of and an ability to participate in the American political process.

5. DEVELOP AN APPRECIATION OF CULTURE AND BEAUTY IN THE WORLD - instill the idea of creative self-expression, the development of individual creative talents, and an appreciation of the arts.

6. DEVELOP AN ABILITY TO PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY - understand the idea of good mental and physical health, public health and safety, and body processes and functions.

7. DEVELOP SELF-REALIZATION, GOOD CHARACTER, AND SELF-RESPECT - develop an understanding of moral and ethical responsibity and behavior, an awareness for self-understanding, self-evaluation and self-direction.

8. DEVELOP AN ABILITY TO EXAMINE AND USE INFORMATION - develop reasoning, problem solving, and critical thinking skills.

9. DEVELOP A PERSONAL CAREER AWARENESS - learn about career opportunities and how to prepare for and enter an occupation.

10. DEVELOP AN UNDERSTANDING OF THE PHYSICAL ENVIRONMENT - learn about the preservation and wise use of resources, and understand the effects of technology and population growth on the environment.

11. DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE - develop a positive attitude toward learning and a continuing desire to learn throughout life.

12. DEVELOP AN UNDERSTANDING OF HOW TO USE LEISURE TIME - develop interests which will lead to a wise and enjoyable use of leisure time.

People are asked to complete two tasks with these. First, rate them as to degree of emphasis the school's staff should place on them. And then, select seven of the twelve they consider to be the most important to accomplish in thirteen years of schooling.

The groups surveyed in the city included:

- Community in a door-to-door interview process
  We hired an independent survey organization and used a computer-developed random sample of over 400 households (apartments included). The company conducted a face-to-face interview using our instrument and recorded all pertinent data above and beyond the questionnaire and the requested demographic information. We decided to go with a private firm to reinforce credibility with our citizens. This method insured that we couldn't be accused of rigging the returns.

- Direct Mailing
  Here again we used the city's computer listing of taxed buildings and sent out over 3,000 random sampled letters. We fully understand the difficulties associated with this process and anticipate an incomplete return and perhaps a biased one at that. None-the-less, this will add to our picture of what people are looking for with schools.

- Community Meetings
  The P.T.S.A. teamed with our staff on this and scheduled seven community meetings in all parts of the city. They did a remarkable job in advertising and preparing for these events. Over 65 volunteer facilitators were trained to run small groups of people and solicit responses to the instrument. With this process people were able to share thoughts with other community folks as well as complete the questionnaire.

- Staff
  All of the personnel in the Division of Education, over 6,000 were also presented with these questionnaires.

- Students
  Fifty randomly selected seniors in each high school will also complete the survey. Early returns of these provided some interesting glimpses into high school senior's thoughts about their experiences. Like a recent national survey, some of our students also felt high school was too easy.

- Receiving Institutions
  Just about every trade and technical school, community college, college and university in our state is taking part and returning the questionnaire.

- Business and Industry
  Using lists from Chamber of Commerce rolls and from our Vocational Education Department's student follow-up file, we have sent out about 375 more instruments.

Each of these responses from the component surveys will be compiled and analyzed, then developed into separate reports. After the individual reports are completed a final document will be produced. Consultant help from the telephone company and local universities and individual community people assisted in preparing a demographic questionnaire and deciding upon the pieces of information, or item analysis, we will want to review. For example, if we chose to, we could be as specific in discovering how black females, between the ages of 25-35, with two children in school, making $10,000 to $15,000 per year, and a high school graduate, not married, working in a service industry and living in the northeast part of the city, felt if any of these goals should be priority in public education. Our computer printout of the first survey, the door-to-door, was just produced and it's mammoth.

This goal survey is a first step in reorganizing curriculum for us in this decade. It will be a step-by-step process leading eventually to a clearer direction for our teachers. They will have a set of priorities which will help them more efficiently deliver what is expected of them.

A streamlined curriculum will not be enough. It will have to be a curriculum that makes provision for incorporating those developmental goals our people tell us they want their children exposed to. Here is where curriculum developers can build a set of educational experiences with integrity.

Our Board of Education just passed a resolution calling for a staff academy to begin operation next fall. I am sure these goals will be receiving much attention then. There will be reclarification of mission being part of our staff's agenda.

Less students; older, costlier, and questionably committed staff; expanded student expectations; and an unpredictable economy with many new wrinkles are but a few problems and challenges for us to deal with in this decade. Graduates from high school, ill-equipped to be independent and productive, still haunts us as we move into the 80's.

We always enter a new decade anticipating the unknown. Untold new developments create an anxiety in us. But remember that old things also have a way of recurring. Consider the popular return in the seventies of:

Bicycles	Backgammon
Boots	Roller Skates
Vegetable Gardens	Bib Overalls
Ice Cream Parlors	And Zucchini

The eighties just might have us also see a return in education to fewer but, none-the-less, attainable goals and thus a very rich education and indeed a productive one for all of our children.

UNLECTURING THE ISSUES: SORTING THE COLLABORATIVE POSSIBILITIES

NORM SINGER

This forum was planned as an opportunity for workshop participants to interact and focus their attention on relevant issues and concerns involved in good collaboration between schools and colleges seeking to improve career education. The objective of the forum was to alert ICCE members to a wide range of positive and negative opinions through the active exchange of ideas about school and college collaboration. Group Grope, the interactive technique used in this forum, elicited the ideas of participants themselves and also incorporated ideas of the presenter as well as viewpoints drawn from career education literature.

In planning for this forum, the interactive technique itself was intended as an opportunity for ICCE members to experience first-hand an approach to group work which might well be applied in home settings. The problem of facilitating free expression of ideas while still accomplishing worthwhile goals is often a challenge. The Group Grope technique used is offered as a tool to apply judiciously when you are working with a group in which participants will benefit from an exchange and exploration of personal opinions about a topic of common importance. This type of group approach can accommodate from five to twenty-five participants and usually requires between 45 minutes to an hour.

The topic of consideration during this forum was: IN CAREER EDUCATION CURRICULUM, A VITAL ASPECT OF SCHOOL AND COLLEGE COLLABORATION IS. . .??? Participants were asked to probe their own thinking about how they would complete the statement. Then they were asked to write three endings for the statement -- one ending on each of three blank index cards provided to them. They were reminded that their statement endings might communicate:

an ideal a relationship a priority
a need a value a problem a dilemna
a fiasco a success a suggestion a complaint
a promise a goal a strategy a solution
a description an exception an innovation

As the Group Grope technique proceeded, the participants were given step-by-step instruction by Dr. Singer, who was assisted by two facilitators: Lou Foltz and Sharon Martin. The larger ICCE group was divided into two smaller groups which functioned separately but followed through the steps together as the instructions were given.

Following are detailed instructions which were used during the Group Grope activity. Also presented below are the contents of the overhead transparencies which Dr. Singer used during each step while conducting Group Grope. The transparency instructions are compressed from the detailed instructions below and parallel them:

GROUP GROPE: A TECHNIQUE FOR GENERAL AWARENESS

0. Before the meeting, the facilitator prepared a set of opinion cards (approximately twice as many as there are participants) which contain statements about the broad problem domain. These should include both positive and negative opinion cards and serve to "sweeten the pot" of opinion cards generated by the participants. They can be either typewritten (in which event, "sweetening" will be obvious) or handwritten.

1. At the beginning of the meeting, participants are given four blank cards and asked to write a statement on each card. Each statement should be either an opinion which is held by the participant or an opinion which the participant thinks someone else might hold.

2. The opinion cards are mixed up and redistributed so that each participant receives three cards. Participants are asked to study and prioritize them according to the degree to which each opinion corresponds to their own opinion. During this period, they are asked not to talk to each other.

3. The left-over opinion cards are added to those prepared ahead of time by the leaders and all are spread out, face up, on a table. During the next phase of the activity, participants are asked to come to the table to exchange cards from their own "hands" for others which are more representative of their opinions. Any number of cards may be exchanged during this session. However, each participant should maintain a total of three cards. Participants are again asked not to talk to each other.

4. During this phase, for the first time participants are encouraged to talk to each other. Again the goal is to make their "hands" better, that is, more representative of their opinions. However, another goal is to become familiar with each other's opinions. Participants are asked to walk around, compare "hands", and exchange any number of cards -- one for one. (In the meantime, the facilitators retrieve all discards which are used later as an unobtrusive gross measure of views rejected by the participants).

5. Participants are asked to compare their cards with each others' cards and to form coalitions with kindred souls. A coalition may include any number of people up to the entire group. Coalitions are directed to select three cards which are acceptable to all members and to discard the rest. (Once again, the facilitators collect the discards and analyze them later as examples of less popular opinions).

6. Each coalition is asked to study its three cards, to write a statement summarizing them, and to select a team name which reflects its philosophy and position on the topic. Teams take turns reading their final set of cards, the summary statement, and the name of the team. This activity can end here, or facilitators can hold a light hearted awards ceremony in which score points or positive comments are given for a variety of achievements -- e.g., for comprehensiveness of the summary statements, for the appropriateness of the team name.

Overhead transparencies are as follows:

- A structured interactive technique...
- To alert us to a wide range of:

  POSITIVE OPINIONS or
  NEGATIVE OPINIONS

about an important issue

In career education curriculum, a vital aspect of school and college collaboration is:

an ideal a relationship
a priority a need
a value a problem
a dilemma a fiasco
a success a suggestion
a complaint a promise
a goal a strategy
a solution a description
an exception an innovation

1.

TAKE FOUR BLANK CARDS.

write a statement on each.

YOUR VIEWS

OR / AND

OTHERS' VIEWS

2.

Turn in your cards for mixing & redistribution.

TAKE 3 DIFFERENT CARDS

and "prioritize" them alone, based on your opinion.

DON'T COLLABORATE !

3.

Left-over opinion cards will be displayed.

BROWSE! Exchange your cards for others which best reflect...

...YOUR OPINION.

Please: Don't collaborate!

4.

Walk around and TALK TO OTHERS

Compare hands.

Exchange cards 1 for 1 to get your best hand yet.

5.

SEARCH FOR KINDRED SOULS!

Form coalitions with people who think like YOU.

<u>As a coalition</u>: select <u>3</u> cards most acceptable to all. Turn in other cards.

6.

As a coalition: **ANALYZE** your 3 cards.

Develop **1 STATEMENT** summarizing them.

Give your coalition a name that's a SYMBOL of your common position.

Choose a rep. & prepare to present: your 3 cards, your summary statement, and your **Coalition name.**

Coalitions TELL ALL

What are some of the ideas ICCE workshop participants considered during Group Grope?

Following is a list of selected endings for the statement, "In career education curriculum, a vital aspect of school and college collaboration is ..." These are endings written by workshop participants during this forum session or prepared in advance by Dr. Singer and selected by the participants during the exchange procedure.

-- avoiding blaming the other student shortcomings

-- an openness to innovative ideas (willingness to "brainstorm")

-- a real feeling for student needs - not another "program"

-- financial commitment from both educational levels

-- communication

-- getting rid of stereotypes about the "other" group

-- continuity in exploring interests

-- defining common goals

-- administrative support

-- providing articulation among elementary, secondary, community college and four-year institutions in programs and services

-- time and resources for collaboration

-- developing levels of training that are graded and not mere duplications of efforts, e.g., vocational training differences between high school and community college programs

-- emphasizing "making a life" more than "making a living"

-- making sure programs are sex-fair

-- finding better ways to help students make the transition from school to work

-- teaching "deciding" strategies

-- providing new teachers better preparation and more experiences in career education

-- finding out how to evaluate the outcomes of career education

-- working together to develop cooperative programs

-- establishing better links between colleges and schools

-- exchanging ideas and building each others' successes

-- understanding that curriculum is the best tool we have for creating change in the world of work

-- bringing curriculum up-to-date for today's and tomorrow's careers

-- basing programs on the definable stages of the lifelong career development process

-- making sure we use good data on employment trends and career information

-- making sure the curriculum changes as jobs and occupations change

-- allowing kids to "reality test" their top choice occupations

-- relating career education to learning basics

-- taking care of "special needs" students

-- realizing career education can't solve all the problems

-- working together to gain community support and cooperation

-- enabling exploration of occupations in an organized fashion

-- developing better ways to evaluate programs

-- keeping communication channels between schools, colleges and businesses open

What about the coalitions which were formed during Group Grope? What issues brought individuals together as a coalition?

As the Group Grope instructions above indicate, this interactive technique culminates in the formation of coalitions. A coalition is

made up of a few people who find during the session that they have similar viewpoints. They are kindred souls, in a sense. As coalitions, they blended the index cards they brought to the coalition and finally selected only three cards they could live with ... three cards which best represented their shared thinking about the question-at-hand. Each coalition was asked to develop ONE STATEMENT which synthesized or summarized their common viewpoint. Also, they were asked to give their particular coalition an interesting name, one which would represent them well.

Following are the names and synthesis statements for each of the seven coalitions which were formed at the conclusion of this forum:

Coalition #1 -- Name: Need Better Communication (NBC)
Viewpoint: Sufficient staff at both levels, staff who can work together long enough to develop a career education program which relates to the BASICS

Coalition #2 -- Name: S.A.I.L.
Viewpoint: School and college collaboration requires: -- shared understanding
-- common objectives based upon REAL student needs

Coalition #3 -- Name: A Bridge of Trust and Support
Viewpoint: Dependent upon a trust relationship enhanced by consistent support components which lead to a translation of theoretical bases into tangible systems and products

Coalition #4 -- Name: REAL PEOPLE
Viewpoint: On the basis of good data on career opportunities, help students make a life rather than a living and thereby cope with the tensions between personal desires and society's demands

Coalition #5 -- Name: FBI-SPY
Viewpoint: In career education a vital aspect of school and college collaboration is a triad: Communication
Exploration
Preparation

Coalition #6 -- Name: TOWN AND GOWN
Viewpoint: Gaining faculty and administrative commitment for involving the community in the educational process so that students will be prepared for all their life roles

Coalition #7 -- Name: CREEP (Cooperative Results Emerging from Educational Programs)
Viewpoint: Motivated institutions will collaborate to find out what students need for vocational maturity, satisfaction and flexibility

If you're thinking about using the Group Grope technique used during this forum and need to discuss the particular situation in which you would apply it, feel free to get in touch with Dr. Singer. We will be happy to spend a few minutes to talk about best ways to use Group Grope. You can reach him toll-free at 1-800-848-4815, The National Center for Research in Vocational Education at The Ohio State University.

CAN WE PUT H.D. TOGETHER AGAIN? OR TEACHING TEACHERS TO MAKE OMELETTE

DECKER WALKER

In the book that I am currently working on, I open with a chapter entitled, "A Curriculum for Our Time"; along with its sub-title, "Why We Don't Have It?" I wanted to write a book which was very much like the traditional curriculum books; How To Make Curriculum. The first book that was ever published on curriculum is Franklin Bobbit's; How to Make a Curriculum. That is want most curriculum people write about and this is what I would like to write about. That is,"How to Make a Better Curriculum."

Unfortunately, as I have tried over the years to write about that subject, I find that there are all kinds of obstacles in the way of even raising this question. It is hard to make a better curriculum when you don't know whether it will ever get used or implemented or whether it will be used properly. It is hard to make a better curriculum when you don't have funds to support the development process. It is hard to make a better curriculum when there are various other agencies that are moving in the opposite direction from the direction that you are moving in developing your particular curriculum. There are external obstacles that loom much larger in importance in improving curriculum than in developing curriculum. I have found myself writing this book largely about those obstacles, rather than writing about the process of curriculum development itself.

Let me review for you some of the forces that I see that are shaping the curriculum that we have today:

- One of those forces that is definitely shaping our curriculum is the question of allegiance or engagement that an individual has with the school or with society.

Many young people are turned off to school. They can see no value in what they read in school and what they do in the classroom.

My son who is 16 years old, sees no value in school whatsoever. He hasn't seen any since the fourth grade. I empathize with him considerably. When he was in the third grade he got a baseball simulation game. This game simulates an actual baseball season. There are cards for each player with numbers on them. The numbers are chosen to reflect the level of the player's

hitting during the last season. He and his friends spent one whole summer playing this baseball game. They played three seasons of regular baseball games with a championship round, etc. In the process of playing baseball they computed alot of batting averages, won-loss records, and other kinds of arithmetic things. A result of this was that during this one summer he and his friends learned addition, substraction, multiplication, division, decimals and percentages. Glen went on to school in the fourth grade. Early in the year he got a pretest in arithmetic and he got 100% on his pretest. About six weeks into the school year we had a parent's night. I went to school on parent's night and talked to the teacher. I said, "What are you doing in Arithmetic?" She said, "We are reviewing the number facts." I said, "As I recall, Glen came home with a pretest that he had taken and he got 100%." "Yes," she said, "It is funny. You know that there are four boys in this class who got 100% on the pretest." I said, "What are you doing with those four boys?" She said, "Well, we figure that this is the last time that they will be able to review their number facts. So--we are reviewing the number facts." So--Glen never got off the number facts in fourth grade.

When Glen was in the eighth grade, in junior high school, I went to parent's night again. I talked to his math teacher. Before I talked to the math teacher, I listened to the teacher's presentation in which he suggested that our philosophy here in this junior high school is that this the last time youngsters have to master their number facts. That sort of epitomizes the experiences Glen has had with school. He sees it as arbitrary tasks that have no relation to him and no relation to where he is in his life. School has no relationship to what he may need or not need when he finishes school. It is just a series of hoops that he and all his friends jump through and he sees it as a contest of authority between him and the school. The school is saying, "You will do this and we don't have to give you any reason for it. You will do as we tell you." He says, "All right I will give you your pound of flesh but I'm not going to give you an ounce more." He joins no extra-curricular activities. He wants nothing to do with the school and he leaves it as early as he can in the day. If he has a free period, he leaves campus as soon as the free period begins and he doesn't return until his next period. He doesn't cut classes and he hands in assignments in classes where the teacher insists that you will flunk if you don't. Glen is not terribly bright. He is not a genius or anything like that. He has a lot of friends just like him. I see them practically every day and both of them fairly regularly. It seems to me that they are feeling basically the same feelings that most young people are feeling today in schools. The only difference is that Glen and his friends act on it and express it. Some of his friends act on it even more than he does. They are into vandalism and other acts of counter-aggression. They feel that they have a right or even an obligation to fight back in order to retain their own integrity and self esteem.

One of the most powerful forces that will effect curriculum is the allegiance or engagement of young people to the program we are offering them. When we offer them something that engages their energies and attention, I think that we will find that they will be fully involved. When we offer them things that they see no relationship to their lives we will have a constant struggle to keep them involved. One of the consequences with this is that we make the curriculum easier and more relevant. I think that one of our greatest sins in the past 30-40 years of curriculum development in the United States has been to respond to this kind of apathy, on the part of the youngsters, and make

subjects easier. We make a mistake by saying that they can't do it. We can work with these youngsters and they could do it. The reason they can't do it is because they don't see any reason to work at it and as a consequence they can't do it. Of course, they can't do it and they don't try! If you take those same youngsters and give them something, like this baseball simulation game, where they absolutely have to learn their number facts in order to perform in the activity, all of a sudden they can learn.

I think those of you who know youngsters who have troubles in school, know that those same youngsters often do remarkedly well on very complex tasks outside of school. One of the reasons that textbooks got simpler and simpler and the reading level has gotten lower and lower, over the years, is that too many of us have made a mistake of assuming that because youngsters don't want to do the tasks that they can't read the textbook that we give them. The solution is simply to make the reading level easier. Easier content, shorter words, and shorter sentences will enable the youngsters to be able to do it. Working from the other end saying, "How can we get more effort and energy out of these students?" Doing this instead of getting the students to utilize the maximum of their own potential. We don't do that by easing up the challenge.

- A second force that I see shaping curricula in the 80's is a series of patterns of communication roles that are new to us.

We have grown up with the image that school is basically a local enterprise. It is run by a school superintendent under the guidance of a school board. That is the image of all education. Some of us probably lived in the time when that was a fairly accurate image of schools. It is not accurate anymore. There are federal interventions and a number of other interventions in the local schools. We have very heavy state level interventions in local schools. California's State Department of Education has such a large number of rules and regulations governing all the districts that local superintendents now say that they are large money, personnel managers operating much like a branch office of the State Department.

At the same time we have alot of other actors entering the state. Career education is largely a creation of the branch of the federal government (not the idea) but the program got off the ground officially under Commissioner Marland as a federal initiative. My impression of talking with some of you in this room, and others, is that career education has not gotten as far as it might have, largely because of the gap between federal funding and local level implementation. Other actors have gotten into the game as well.

I got into education right after Sputnik and at that time there were all of these curriculum projects in operation. These curriculum projects had nothing to do with any local school or state government and they had very little to do with the federal government except as the National Science Foundation provided the funds and the time that permitted these scientists to develop new programs in mathematics, science and other fields. These were completely new actors on the American school scene. College professors, has as isolated individuals, written textbooks for high school subjects before; but this kind of entry into curriculum development was new. The development of packages (e.g., laboratory materials and guides) and summer institutes to train teachers. All of this intervention from outside sources was on a massive scale.

In addition, we have already had actors from outside the boundaries of our country having influence upon curriculum in out public schools. The first step toward this is the International Study for International Achievement. This is a series of tests given in various countries around the world. It is very interesting work because it is a logical step toward coordination of secondary education standards around the world. Coordination of secondary education standards will be quite noticeable before the end of this decade. The main reason for this is economics, but there are other reasons. The economic reason is that firms; whether American, Japanese, European or whatever, are under increasing pressure to hire people regardless of their country of origin. When IBM wants to hire an engineer, they don't and morally can't care whether this person comes from the United States, France, West Germany, Japan or China. They want the best engineer that they can get and being a cosmopolitan company they would like to think that they don't prefer one country to another. As a result, if the engineers are educated to a substantially higher standard in any one of the countries than the others, the qualified engineers will tend to come from that country and be hired by firms all over the world. Any country that wants his graduates to be competitive in jobs in the international conglomerate corporations will have to produce engineers that can meet the same standards.

What goes for engineers goes for all other technical and professional occupations as well. I'm sure that you have heard what has happened with the medical profession. People who don't get into American medical schools are applying to other countries for admission. Italy is an example. The admission requirements are much lower in the Italian medical schools. Upon completion the graduate is then certified to practice in Italy. The doctor then comes back to the United States and takes a test. If they pass the test they are certified to practice medicine in the United States. This kind of thing will have an increasing kind of effect because of increased mobility and increased communication between countries. There will be a tendency to standardize levels of practice for certification. Ten years ago, the Soviet Union, all major European countries, and the Unites States agreed upon what would be the focus of a first level of graduate physics course. The same course is now taught in all of those countries. What was once a very single pattern of organization is evolving rapidly to a very complex web of control and coordination.

It is hard to get anything done or initiated because you don't know if it is under your authority. You don't know if you can get the cooperation you need from the other agencies. The theme of this conference is an excellent example of an emerging theme, "Curriculum Needs for the 80's: Colleges and Schools Collaborate." How do you get collaboration between teacher education and a local school district? Those two institutions are completely separate as far as the formal table of organization and control goes. You don't have a common board of trustees. I presume that in Oregon the only connection would be the State Department of Education and the State Superintendent of Instruction. In California they don't even have that. The State Superintendent of Instruction doesn't have any authority over higher education. The confusion of lines of authority has already shaken the curriculum. It is fairly easy for anybody to come up with a new course or program and it will get adopted in some places. It is very hard to get a ruling that through a whole state or a whole district a course will not be offered or adopted. Who has the authority to make that decision?

- A third force shaping curriculum in the 80's will be a continuation in the expansion of the demand for diverse kinds of knowledge and skills.

It is continuing and it is accelerating. More scientific papers are published now than five years ago! The rate is doubling approximately every five years. Journals need to be more specialized just in order to publish the articles about all the scientific investigations around the world. As a developing world develops, they will have more and more people contributing to the growth of knowledge. Not only in academic institutions but in every line of work. Knowledge and skills will be increasing. The only exception to this is where automation is reducing all the work to a fairly simple manual task. In those areas you will notice that other jobs are created. Those are the jobs that are created on producing, designing and maintaining the equipment. These are jobs requiring increasingly higher complex skills and knowledge. It is going to make it very hard for anyone to centralize or simplify the curriculum of secondary education in the United States.

This economy has an enormous appetite for visual development. People are needed to design packages, people to design print materials, people to design cartons, and people who are to be involved in all aspects of television media. Art is a booming area of the economy. The world has a large appetite for people with artistic talents, skills, abilities. The appetite will be filled one way or another. If it is not filled by graduates of American schools and colleges, then it will be filled by foreigners. As a result this particular objective is needed. Somebody needs to work at it. We need as a society some young people educated according to that objective. There is a real need for diverse kinds of knowledge and skills. This is no longer a simple society where everybody basically does the same kind of things. In fact we are increasingly specialized. We are increasingly doing our own thing. We are increasingly doing something that the person next to us can not do and doesn't want to do because they are doing their own thing. As a result of this, the curriculum is under enormous pressures to offer an applicable and a wide variety of knowledge and skills. This is not new. It is still going on. It won't end in the next decade. It will increase.

- A fourth force shaping the curriculum for the 80's will be the competition among education agencies.

In the United States, since the 1920's, public elementary and secondary schools have had a virtual monopoly on the education of young people up to the age of 18. There are private schools in existence, but the percentage of enrollment of private schools has gone down steadily throughout this century. In the past ten years we have seen the increases in the education priority of private firms. In San Jose IBM offers special schools in computers for children of IBM employees and scholarships for young people who are not related to IBM employees but who do well in school. We have television, and we have computers, and of course during the last two or three years, we have had an enormous increase in the number of homes that have computers. As the price goes down it becomes easier for people to get computers and preparation in the use of the computer. More people have computers and youngsters work with them. There will come a time when TV's and computers will get hooked together along with telephone lines. Youngsters will be able to literally have access to any library in the country and the Library of Congress right in their own home.

These are not far fetched science fiction dreams. They are the reality for us withing twenty years, and probably within ten years. Museums are becoming increasingly involved in science and art in the United States. As these activities get squeezed out of public schools people, who are committed to these activities, will go to the Exploratorium, the Hall of Sciences and local cultural centers. They will set up programs and begin to lobby with the legislature for an item in the budget that will support an important program for young people to learn about art or science. If it is not offered in the public school, it ought to be a community responsibility. There is already increasing competition within the schools and other educational agencies for specialized interests. There are more volunteers, less tied up in the bureauacy and; who are more flexible and more interested in bringing their subject to young people in a different delivery mode than the large central public schools. There will increasingly be outstanding individuals who are going to universities abroad, not even going to American universities. Competition at the secondary school level will be indirect. It will be in the form of text-books, curricular activities, and course content rather than through youngster transfers. There will be increasing competition among different educational agencies so the school will have to compete for the first time in years.

The public schools curriculum; elementary and secondary schools, is under very high pressure. A number of forces are pulling and pushing the curriculum in contradictory directions. That force is largely responsible for our confusion, for our sense of conflict over purpose and our sense of not knowing what is important. All these things are very human and legitimate forces. They are difficult to figure out and they are going in different directions. It is hard for us to understand what we can do under these circumstances. I don't have any magic answers to this, but it seems to me, after giving this subject a lot of thought, that there is only one answer that hold any hope at all for public school people and educators. We need increased flexibility and articulation in our programs and in our operation. I would like to elaborate on that for the rest of my presentation.

The title I gave Art for this presentation was "Putting Humpty Dumpty Together Again Can We Do It?" The Humpty Dumpty that I have in mind is the school curriculum. The curriculum we have known for the past thirty years and the image we have had of it as a kind of common curriculum. Some branching out at the secondary level and some specialized vocational schools. Basically the common curriculum that is offered at the traditional comprehensive high school. I speak mainly about secondary schools because that is where there is the greatest curriculum problem. That's Humpty Dumpty and Humpty Dumpty has indeed fallen off the wall. The question is can we put him back together again? I don't think that we can. What we have to do instead is to learn to operate with a cracked egg. This the sub-title "Teaching Teachers To Make Omelette." That is exactly what we have to do. We have to teach people and we have to prepare those who will go into the public schools. We have to prepare them to live in a world where what they learn to teach in college is likely not even to appear in their school curriculum. They are likely to have to be teaching something entirely different. They are likely to have to endure several different waves of reform and new programs of initiatives, like career education.

An English teacher is out in the school, and lo and behold comes a mandate that he/she must infuse career education in his/her English program. My goodness, what do I do? They didn't prepare me to do that in an English course. I will have to fall back upon my 'native mother wit' and that is all that I will have to go on. There will be nothing from my English teacher training. We are going to have to come up with teacher education programs that provide the teachers with the necessary skills.

Now,as soon as I say that I want to take it back. I want to take it back because flexibility so often means abstract, general, glib, superficial kinds of statements. What you say is something like I just told you. "Well as teachers you have got to realize that when you get out into the public schools you are going to find all kinds of new demands on you and you are going to have to adjust to that." That won't do the trick, obviously; if flexibility means abandoning Shakespeare, abandoning grammar, abandoning high levels of abstraction. I think that we are doing even more of a disservice to the teachers. You have to come up with ways of articulating different kinds of goals for teachers. Let me elaborate on this for a moment. Humpty Dumpty is an egg. Humpty Dumpty is one material unit. He has no moving parts. He is rigid. He is completely inflexible. It is not articulative and not flexible. Instead, consider the human body. The human body has many parts. They are able to move and take different positions, they are able to increase in size and decrease in size. It is capable of large gross motion and it is capable of very fine articulative motion. That gives an adaptability, physical adaptability, that nothing like an egg could ever have. It enables it to maneuvre around obstacles, enabling it to be much more responsive.

It is helpful to think of school programs in the same way. It doesn't mean that we don't have anything rigid. There are parts of us that are as rigid as our bones. But the whole, of which those bones are merely a part, is flexible. That is done through articulation. To articulate means that you have lots of joints. Between joints you might be desirably rigid. So instead of a sharp contrast between the bowl of jelly and an egg, one flexible but having no spine, and the other rigid but having no flexibility. We have both. We have the best quality of both. We have articulation which permits flexibility when necessary, and rigidity, when necessary. That is the kind of image we have to think about in the preparation of programs for teachers and especially for students as well. We have to have some kinds of core items, basic skills if you will. Like the bones, every youngster has to have them. It is not as though we will let this youngster go because he has a learning difficulty. The basics everybody has to have. On the other hand, there are special characteristics that the youngster has. He might be talented in the arts, or if he has trouble learning new things, he must prepare for a life that includes both.

We need standards in these various areas and we need to be very careful which standards apply to whom. When I taught science, I found that after two or three years, I was troubled because I was applying the same standard to every youngster in my class. Why is that? Some of these young people are very talented. They went on to Princeton, Harvard, Columbia, Chicago and Stanford to study Physics. They are brillant youngsters. They were some of the smartest people I have ever been in the same room with. At the same time, there were other people there who were also very bright who were going to be lawyers, teachers and doctors. They needed to have some

understanding of science but they didn't need to achieve the same standards as those other young people. In fact, they would have been better served educationally if I could have them deal with, e.g., (moral problems and dilemnas of society of scientific investigative discovery). As lawyers many of them would have to deal with who's responsible for injury incurred at Three Mile Island or a pollution dispute. They may very well need to know something about physics in order to understand the case. It is important for them to have the basic ground work that I could give them, but I should be teaching them something different than I would be teaching the young people who are going on to major in Physics. I am sure that every one of you have worked with similar individualization. The point is simply, that we need to prepare teachers with techniques that enable them to respond flexibly in an articulated way.

Let me close with one other point that is not directly related to the other points I have made. I was reviewing a part of a book on the data of achievement of youngsters. I reviewed National Assessment Data and other kinds of large scale achievement. I found in all those studies things that we would normally think of as basic literacy skills. In those areas the United States is doing better than any other country and we are doing better than we were ten years ago, twenty years ago, or earlier. We are talking spelling. Do they know the basic words? Can they read simple sentences? Can they read simple paragraphs? The answer is they can do that and they can do it better than their peers in other countries and they can do it better than their predessors could.

This comes at a time when everybody is saying that we should concentrate on basic skills. The deficiency is in applying those skills and in doing word problems. Students can't make inferences from what is in the paragraph to reach other conclusions. Ones that are logically implied but not actually said. In short they are taught to obey and follow rules well. They are not being taught to project beyond the rules into the new situations. To me that has an important implication for all areas of curriculum. I think it is an important support for career education. In our concern for encouraging youngsters to learn something in school that will be valuable to them when they get out; we have slightly missed the target and slightly over shot the target. We are insisting upon increased mastery of basic rules and we are neglecting more open-ended talents of applying knowledge in a situation. The key example of this for me, is the New Math. There have been a number of excellent studies comparing the achievement of youngsters who have had New Math with the youngsters who have had traditional Math. All of them show the same thing. The youngsters who are in the New Math do very much better at problem solving and going beyond information given; doing inferences. They do just slightly worse on the average at addition, substraction, multiplication, division in speed-time tests. They are not as accurate at doing adding, substracting, multiplying and dividing. Some New Math programs there are no differences. These studies were available ten years ago. They were available at the time the New Math was bounded out of public schools. New Math showed one way of doing processes to some segment of the population. But, people don't pay attention. It is up to us as professionals to call their attention to these kinds of subtleties. All lay people understand is that their young people aren't studying very hard; they aren't learning very much; and they aren't spelling as well. In their zeal, if they get carried away, I guess we can't blame them too much. As professionals, we should know the consequences and we should be explaining this to our boards and parents. We should be taking the leadership role.

CLINIC SUMMARIES

CLINIC 1 -- MEETING THE NEW CAREER EDUCATION STANDARD THROUGH THE USE OF THE CURRICULUM KITS

This clinic described how one school district is meeting the new state standard on career education through the use of curriculum kits developed and distributed by the Oregon Department of Education. Major points addressed during the session included:

- Career education is taking subject matter at all levels and relating it to the various life roles, i.e., producer, consumer, family member, etc.
- Good career education is that which is real to the student involved.
- The community and its resources must be involved in career education.
- Curriculum kits can be indexed to relate goals to indicators to subjects to activities, and condensed into a single volume which teachers can use easily.

The foregoing points were incorporated in an explanation of the relationship of a person's lifestyle to higher job satisfaction; a discussion of how the various life roles are related to career education; a description of how the four levels of career education in the Oregon model (áwareness, exploration, preparation and specialization) are inter-related; a demonstration of how to record at what levels and in which classes the various elements of career education are covered; and an extensive explanation and discussion of how community involvement can be financed and achieved through organizations such as Medford's Community Business Education Center (CBEC).

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CLINIC 2 -- ALTERNATIVE HIGH SCHOOLS THAT WORK

The presenters in this clinic described the operational aspects of two alternative education programs, the CE_2 program in Jackson County, Oregon and the Career Action School of Albany, Oregon. The CE_2 program is an Experienced-Based Career Education model under the sponsorship and technical assistance of the Northwest Regional Educational Laboratory and with funding from the Bureau of Occupation and Adult Education. The Career Action School is patterned after the Jackson County program.

CE_2 is an acronum for Community Experiences for Career Education. The program serves eight school districts through the Jackson County Education Service District. Students are accepted into the program only by referral from the student's high school. Students are 16 years of age or older and are actual or potential dropouts. Achievement reports are sent back to the home high school and a high school diploma can be earned through CE_2.

The CE_2 learning program is a blend of reading, mathematics, English language skills, and career and life skills directed toward adulthood, gainful employment, and/or further schooling. Non-paid work experiences introduce the student to the world of work and responsibility to job and self as well as general and specific career skills.

The Career Action School in Albany provides an educational alternative for 13-17 year olds with a history of non-attendance at school. The program is similar to CE_2 and provides a bridge from the academic world to the world of work. The ultimate goal of the program is to return the students to regular schools.

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P.O. Box 691
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CLINIC 3 -- CAREER EXPLORATION FOR SPECIAL NEEDS STUDENTS

This clinic provided information about a high school intern program in Eugene, Oregon and a discussion of a career education program in Cottage Grove, Oregon for special needs students.

The High School Intern Program provides the opportunity for a student who are interested in a career in management or in the professions to become special assistants to a quality professionals in chosen career areas. Through this program the students can:

- explore the career before preparing for it
- get assistance in setting career goals
- develop contacts in the profession
- gain a working vocabulary of the career area
- gain technical skills directly related to the career area
- develop self confidence and praise
- gain practical experience and background to which academic study can be related

The non-paid internships require a commitment of 4-6 hours daily for one semester. Most of the 12-18 students in the programs each term are high ability students who have been able to meet academic requirements for high school graduation early.

The second part of the clinic session was devoted to a discussion of a curriculum guide, "Career Education for the Special Needs Student," used in Cottage Grove High School. The resource center serves 50 handicapped students. Considerable time is devoted to examining careers and work requirements related to career cluster areas.

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CLINIC 4 -- EVALUATING THE EFFECTIVENESS OF CAREER EDUCATION

This clinic reviewed the road that was traveled in evaluating career education in the 70's. Some of the accomplishments are listed below:

- Identification of a set of 10 categories of learner outcomes in career education that are generally accepted throughout the United States
- Involvement of local teachers or program staff in the evaluation
- Emergence of some acceptable commercial tests to assess certain dimensions of career education
- Alternative evaluation designs
- Jumping the JDRP hurdles
- Syntheses of evaluation findings

Listed below are some specific weaknesses in career education evaluation in the 70's:

- Neglected areas of career education
- Conceptualization of outcomes
- Developmental outcomes of career education
- Inadequate instrumentation
- Sharing of evaluation instruments
- Utilization of finding

In addition, the following four areas need further development in the future:

- A clearer conceptualization of some learner outcomes
- Systems for disseminating evaluation instruments
- Adapting methodologies from other fields
- Using a knowledge development for synthesis approach

A resource entitled, "Program Evaluation Skills for Busy Administrators" is available from the Northwest Regional Educational Laboratory at a cost of $7.70 including shipping. A new NWREL Education and Work Program Information packet is available from NWREL at no charge.

For further information contact:

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CLINIC 5 -- EXPERIENTIAL LEARNING AND POST-SECONDARY EDUCATION

This clinic provided a brief history of experiential learning and the Oregon Consortium for the Advancement of Experiential and Life-long Learning (CAEL).

CAEL holds that what a person knows and can do should be recognized no matter how learned, and that an education which lacks direct experience of the realities is incomplete and in adequate. In addition CAEL seeks to help learners become self-directed competent learners in their own right, to support one another in their learning, and to foster community and institutional support for lifelong learning.

Among the goals of CAEL are the following:

- gain recognition and acceptance of experiential learning
- encourage widespread active participation
- clarify college level experiential learning activities
- improve cost-effective management

CAEL is involved in faculty-staff development activities at various colleges and universities. It acts as a clearinghouse for publications and maintains a research library.

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CLINIC 6 -- FACULTY DEVELOPMENT THROUGH FACULTY INTERNSHIPS

This clinic featured a discussion of how Pacific University has used internships for faculty to meet various needs within a single internship experience. Two faculty interns described their own specific internship experiences.

Pacific University faculty internships are providing an effective means for infusing career education into the curriculum and the advisement process. Funded through the Lilly Foundation the first three years, the faculty development program is now being underwritten by the institution. To date, over half of the Pacific University faculty have served on internships on a voluntary basis. Through this mechanism faculty gain first-hand information about careers related to their disciplines for applying their own knowledge and skills in the community. Contacts are also being made for future student intern placements. Ideas, materials and resource persons are added to the instructional program through these community contacts.

Students are benefitted by better career advisement and planning and more relevant content in the classroom. The community interface with the college through internships makes available expertise and enhances cooperation welcomed by both. Only one major problem has arisen in the program, sometimes the faculty member chooses to remain with the firm or agency in which the internship is being done, hence is lost to the classroom. Even so, there is a friend out there!

For further information contact:

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Forest Grove, OR 97116

CLINIC 7 -- INTRODUCTION TO THE OREGON OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

The purpose of the Oregon Occupational Information Coordinating Committee is to improve the quality, dissemination and coordination of labor market and educational information for use by member agencies and other involved in counseling and vocational education planning. Statutory members are the Oregon Department of Education's Vocational Education section, the Division of Vocational Rehabilitation, the Employment Division and CETA Programs.

The clinic presenters reviewed three career information delivery systems, CIS, SEARCH, Labor Market Information and IMI. They also described the OPPS, Occupational Program Planning System, now under development.

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CLINIC 8 -- CAREER EDUCATION IN THE LIBERAL ARTS CURRICULUM AT OREGON COLLEGE OF EDUCATION

In the Fall of 1978, Oregon College of Education made a modest effort to infuse career education into the liberal arts curriculum by including the topic in a new course required for all entering freshmen. The Dean of Academic Affairs described the development of the course and its evolution since 1978.

After a rocky beginning the course is now well accepted by both faculty and students.

The course, "Introduction to Liberal Arts and Sciences," is taught by the freshmen advising staff and is an integral part of the academic advising program of the college.

For further information contact:

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